FutureMaker:
Past, Present, Future
Curriculum Guide
“FutureMaker: Becoming a HistoryMaker”

Background

*The HistoryMakers* is a 501(c)(3) not-for-profit organization whose central mission is to conduct video oral histories of 5,000 *HistoryMakers* over the next five years and to establish an archive of unparalleled importance. The goal is to create an educational resource for use by the public for generations to come. Like the 2,300 oral histories conducted by the Works Progress Administration (WPA) in the 1930s, *The HistoryMakers* archive promises to become a testament to our time as well as a national historic treasure. This Curriculum Guide was born out of that mission.

Overview of the Curriculum Guide

In *FutureMaker: Becoming a HistoryMaker* students are encouraged to think about what constitutes being a *HistoryMaker*. Not only are they given opportunities to learn about the lives of current *HistoryMakers*, but also to explore *HistoryMakers* from the past and consider themselves as potential *HistoryMakers*. They are introduced to basic concepts and tools of history: sequencing, analyzing, developing questions, researching and using reference works, primary and secondary sources, and drawing conclusions based on evidence. They will be asked to construct histories (and envision the future), mark change over time, and distinguish historic significance. They will grapple with placing the individual in time (history) and space (community, place). Thematically, the students will reflect on issues of leadership, adversity, contributions, achievement and community.

There are a number of “doors” that students can enter to explore the themes and learn more about the *HistoryMakers*. Teachers may decide how many and which doors to go through. The central door is *The HistoryMakers* website with its biographies, timeline, and glossary (www.thehistorymakers.com). Students are asked to select a *HistoryMaker*, learn about their lives, and place their lives in history and within the community. They will begin their research with the biographies that appear on *The HistoryMakers* website (www.thehistorymakers.com) and then progress to other sources, like the digital archive (http://www.idvl.org/thehistorymakers/#). Students may also enter a door that leads to *HistoryMakers* from the past. Another door opens students to doing oral histories with *HistoryMakers* in their own community or in the field they hope to enter as adults. These types of activities are bracketed by projects that call for self-reflection: the Student Profile where students reflect on their own past and the Student as a future *HistoryMaker* where they are encouraged to plan for their future.

Research and analysis—important in and of themselves—are most productive when they are linked to final products. *The HistoryMakers* is hoping that the use of this Curriculum Guide will result in student-produced final projects. These final projects can range from reports to murals. The suggested projects reflect the multiple intelligences of students giving them opportunities to excel by representing what they have learned in
a medium best suited to them. The teacher may decide to limit the possible projects, but otherwise, students are only limited by their imagination and time. If they are informed of the choices at the beginning of the FutureMaker: Becoming a HistoryMaker project, students can conduct their research with the final project in mind. For example, if a small group of students wants to do a PowerPoint presentation or a video, they should keep their eyes open for photographs and other visual aides to include as part of their presentation.

To access The HistoryMakers website, go to www.thehistorymakers.com
To access The HistoryMakers digital archive, go to http://www.idvl.org/thehistorymakers/#
To access the National History Education Clearinghouse including state standards of learning, go to http://teachinghistory.org/teaching-materials

We encourage teachers to submit the two best student projects to The HistoryMakers at the following address: The HistoryMakers, 1900 S. Michigan Ave., Chicago, Illinois 60616 or at info@thehistorymakers.com. From all entries received, the best projects will be selected to appear on The HistoryMakers website. All entries must be postmarked by the last day of February each year.

Overview of the Activities

Each activity below begins with a set of objectives and procedures for the teacher. The subsequent materials are addressed to the student.

Activity One—Student Profile
Introduces students to history by connecting historical inquiry to their own lives.
Students are asked to create a profile of themselves. They start with the basic skill of fact-gathering then move to corroboration through evidence and the elementary analysis of facts.
Activity: Student Profile
Activity: School graph
Extension: Do profile of another family member or community member
Extension: Create your own graph or timeline based on other information from the profile

Activity Two—HistoryMaker Profile
Students select a HistoryMaker based on the biographies found on The HistoryMakers website (www.thehistorymakers.com). Fact-gathering is followed by development of research questions. The Profile models an approach to interviewing: move from basic to analytical questions. It also moves from collecting specific data on an individual to placing him/her in the context of their times.
Activity: Profile
Activity Three—Making Time
Students explore how historians sequence events and then infer patterns and meanings from the relationship of these events. They are given examples and asked to prepare a timeline of their HistoryMaker’s life then situate his/her life within the larger historical context. They will need to make decisions about what is significant in history.
Activity: HistoryMaker Timeline

Activity Four—Doing Research
In order to answer questions about their HistoryMaker, students will need to engage in research. Basic research tools are viewed. Students are encouraged to prioritize research questions and maintain a bibliography of their sources.
Activity: Research Log and Resource Log

Activity Five—Past HistoryMakers
Students conduct research about someone from history using the same worksheet as the HistoryMaker Profile.
Activity: HistoryMaker from the Past Profile
Activity: Compare/Contrast Current and Past HistoryMaker

Activity Six—Talking History
Students are given instructions on how to do an oral history. This lesson provides another option for a HistoryMaker activity. Students may interview family members, neighborhood and city leaders, or leaders in their field of interest.
Activity: Oral History worksheet

Activity Seven—Future HistoryMakers
A HistoryMaker-inspired activity that encourages students to see themselves as HistoryMakers. It may be especially applicable to high school students who are making plans for their future.
Activity: Envision Your Future
Activity: Research
Activity: Plan Benchmarks on a Timeline
Activity: Write leader in field for an interview

Activity Eight—Final Projects and Whole Classroom Activities
Research should lead to final projects. Ideas for topics and activities are suggested. The activities emphasize use of multiple intelligences. Students will be encouraged to submit their final projects in a competition where the winners’ works will be displayed on The HistoryMakers’ website (www.thehistorymakers.com)
“FutureMaker: Becoming a HistoryMaker” is a reading and writing based activity in which any class can participate. For example, art teachers may ask students to select an artist on The HistoryMakers website (www.thehistorymakers.com), select an ArtMaker from the past, or do an oral history of a current artist for their projects. Various options for final projects involved art activities as well. Science students, on the other hand, could focus their HistoryMakers project on a person in an applied field of science. The Curriculum Guide also encourages interdisciplinary and team teaching. For example, a language arts or social sciences teacher can collaborate with science, art, or business teachers. School librarians and technology instructors can play a role on the team as well.

The chart below suggests some connections between existing HistoryMakers categories and fields of study. The categories are not finite, however. For example, a culinary arts course could do interviews with local chefs or students in a Computer/Technology class could interview programmers, designers, or system analysts. Our community is full of HistoryMakers just waiting to be interviewed.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Applied field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>ScienceMakers, MedicalMakers, EducationMakers</td>
</tr>
<tr>
<td>Math</td>
<td>ScienceMakers, BusinessMakers, EducationMakers</td>
</tr>
<tr>
<td>Language Arts</td>
<td>MediaMakers, ArtMakers, LawMakers, EducationMakers</td>
</tr>
<tr>
<td>Physical Education</td>
<td>SportsMakers, MedicalMakers</td>
</tr>
<tr>
<td>Arts</td>
<td>ArtMakers, MusicMakers, StyleMakers</td>
</tr>
<tr>
<td>Political Science and Law</td>
<td>CivicMakers, PoliticalMakers, LawMakers, MilitaryMakers</td>
</tr>
<tr>
<td>Social Studies</td>
<td>All HistoryMakers</td>
</tr>
</tbody>
</table>
Objectives

- To introduce the concept of history as the study of people and events that take place over a period of time in the past.
- To define a historian’s role in finding the historical significance and meaning in people’s lives and society.
- To introduce primary sources.
- To differentiate between facts and analytical/reflective information.
- To introduce sequencing events.
- To introduce finding significance and patterns in events.
- To use visual aids such as graphs to convey information.

Procedure

1. Ask students to read the introduction “Every Student is a Historian.”
2. Discuss the idea of students being historians, primary sources and evidence, significance, etc.
3. Ask students to complete the Student Profile. This can be class work or homework. In either case, ask students to return the next day with at least one “primary source” related to their Student Profile.
4. Introduce “School History” graph. Ask students to do this project on a separate sheet of paper (8 ½ x 11 or larger).

Approximate time: two class periods
Every Student is a Historian

Think back to yesterday. What time did you wake up? What did you do? What did you do after that? Next? Next? Can you trace each part of your day from waking to sleeping? If you kept track each day for the entire school year and then reviewed it, would a pattern emerge? If you kept track over a long period of time, what would change and what would stay the same? Where would the most significant periods in your life occur? What kind of outside events would have an effect on what happened in your life?

Imagine discovering a box in your closet filled with pieces of paper and other objects from your growing years. In the box, you found all your report cards since kindergarten and programs for all your choir performances. A third grade paper about spending the summer with your family in Mississippi is also in the box. There is also a program from a school play where you played the lead and a basketball t-shirt from your winning game. Miscellaneous photographs of family and friends are scattered throughout the box as well. At the bottom of the box, you find an invitation to a sixth grade graduation party with a map scrawled on it.

Historians call such papers and objects “primary sources” because they are voices from an actual point in the past. They are used as evidence by historians to help figure out what people did and thought in the past. A historian would look at the items in your box and develop some ideas about who you were and what your life was like. In this curriculum, “FutureMaker: Becoming a HistoryMaker: Past, Present, Future” you will have the opportunity to select a HistoryMaker and gather facts; ask questions, do research, and make analyses based on the evidence you collect. You can even conduct an oral history interview.

Let’s start, however, by looking at yourself--You can be the historian of your own life!
Create a profile of yourself. Notice the directions of the questions: they start at basic facts then develop to reflective responses. Why would an interviewer or historians approach research that way?

1. **Vital Statistics**

Name

Current Location (either specific address or place only)

Date of Birth

Place of Birth

2. **Attach a Current Photo and Baby/Early Childhood Photo to the Profile**

3. **Former Residences**

<table>
<thead>
<tr>
<th>Location</th>
<th>Years at Location</th>
</tr>
</thead>
</table>

4. **Family**

Birthplaces for each

- Names of parents or guardians
- Names of Brothers
- Names of Sisters
- Names of Grandparents

5. **Your Education**

- Name of School Location
- Highest Grade Completed
- Extracurricular Activities

- Pre-school
- Elementary
- High School
6. Personal data
   a. Current Interests

   b. Memberships in Clubs or Organizations

   c. Awards and Certificates of Achievement (School and Extracurricular)

   d. My favorite thing to do when I was in kindergarten and my favorite thing to do now.

   e. Who has been the most influential person in your life? Why?

7. What kinds of primary sources do you have (such as a birth certificate, photographs, report cards, programs, etc.) Attach photocopy to your Profile.

EXTENSION 1: Ask a family member, friend, or someone you admire if you could do their profile and graph their school history or work history.

EXTENSION 2: Based on the facts gathered for this profile, what other kinds of information could you communicate through a graph?
ACTIVITY 1  

GRAPHING MY SCHOOL HISTORY

Think about your entire school history, from your earliest days in Pre-K to your current grade level. On a scale of one to ten, how would you rate your experience in each grade (one being the worst, ten being the best)?

Plot your information on a line graph or create a bar graph (by hand or computer program). For example:

- After you have made your graph, ask yourself the following questions and write your responses on the same sheet of paper, below the graph:

  Find the lowest point on your graph: What happened that year and why?

  Find the highest point on your graph: What happened that year and why?

  What is the most significant year on your graph? Why?

  Dates have a lot more meaning when they are linked to “what happened” and “why”.
ACTIVITY TWO

HISTORYMAKER PROFILE

Objectives

- To define a HistoryMaker
- To differentiate between a HistoryMaker and movie, music, and sports celebrities
- To read material, pull out basic facts, and organize information
- To form research questions
- To situate individuals within a community of practitioners
- To root individuals in appropriate historical context
- To identify and analyze challenges and approaches to meeting them

Procedure

1. Discuss the definition of “HistoryMaker” in class. You may want the students to brainstorm before showing them the HistoryMakers’ definition, then compare and contrast. Also discuss the difference between a celebrity and a HistoryMaker.

2. Ask the students to select a HistoryMaker by browsing the website (www.thehistorymakers.com). Explain that they are going to “live” with this person for the length of the project by researching and learning about their lives and the context in which they live. Inform them that a final project will be expected of them based on their HistoryMaker (see Activity 8). You may want to set the parameters of acceptable projects at this time.

3. Students should read the HistoryMaker’s biography and then make a list of five questions inspired by the information presented. They may decide to use some of these questions later.

4. Ask students to complete the HistoryMaker profile with the information available from the biographies. They should not expect to be able to complete the profile from the biography alone.

5. Explain to students that finding answers may spark more questions. They can add those to the third column of the HistoryMaker Profile. They may find that some of their initial questions already exist on the Profile.

6. Students will do research to complete the Profile. Before beginning research, they should go to the chapter “Research Journey.” In the interest of time—and to teach priorities—students may pick their five most important questions to research (either based on their initial questions or unanswered questions on their Profile.)

7. Students will be asked to use reference works, secondary sources, and primary sources.
What is a HistoryMaker? Your class can hold a discussion and brainstorm. The criteria used to define the HistoryMaker you will meet are:

“A HistoryMaker is African American by descent and is someone who by his/her own accomplishments has made significant strides and/or who is associated with a particular movement, organization, association, or period of time that is important to the African American community.”

The HistoryMakers website and oral history archives focus specifically on the African American community. HistoryMakers, however, exist in every community.

Now that you have experience in gathering, organizing, and analyzing basic information, select a HistoryMaker whom you would like to research. You may choose a HistoryMaker from the group of biographies that your teacher will give you or from The HistoryMakers website (www.thehistorymakers.com).

Name of the HistoryMaker: ____________________________________________

Type of HistoryMaker (for example, EducationMaker, ReligiousMaker, LawMaker):
____________________________________________________________________

☐ Once you have read the HistoryMaker’s biography, think of five questions you would like to find out about. They may relate to the HistoryMaker him/herself, to the particular field in which the HistoryMaker works, or the times in which she/he has lived.

   For example: What inspired you to become an artist? How do architects work with clients? Going to school in Alabama in the 1940s—what was that like?

   1.

   2.

   3.

   4.

   5.

☐ After you have completed the Profile and/or answered your five most important questions about the HistoryMaker, write a brief essay on the two following reflection questions:

Why did you select this HistoryMaker?

Do you think this person meets the definition of a HistoryMaker? Why or why not?
<table>
<thead>
<tr>
<th>Question</th>
<th>What I Discovered</th>
<th>What I Wonder About Now/Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth date</td>
<td></td>
<td></td>
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<tr>
<td>Birth place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present Location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education 1. Elementary</td>
<td>Location Years</td>
<td></td>
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<tr>
<td>2. High School</td>
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<td>3. College</td>
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<td>4. Graduate School and/or Beyond</td>
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<tr>
<td>Work—types of careers or jobs held over the course of his/her life. (So far)</td>
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<tr>
<td>Memorable Childhood Experience</td>
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<tr>
<td>Influences or Mentors</td>
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</tr>
<tr>
<td>Question</td>
<td>What I Discovered</td>
<td>What I Wonder About Now/Follow-Up</td>
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<td>----------------------------------------------</td>
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<tr>
<td>Involvement in Organizations</td>
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<tr>
<td>What major event(s) took place during the <em>HistoryMaker’s</em> lifetime that created the context for her/his accomplishments and contributions?</td>
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<tr>
<td>What challenges has this <em>HistoryMaker</em> faced along the way?</td>
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<td></td>
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<tr>
<td>How did she/he overcome challenges?</td>
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<tr>
<td>Think about a <em>HistoryMaker</em> from the past. In whose footsteps have they followed (for example, a businessperson may be said to follow in Madame C.J. Walker's footsteps).</td>
<td></td>
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<tr>
<td>Who are the contemporaries of the <em>HistoryMaker</em>?</td>
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</table>
ACTIVITY THREE          MARKING TIME

Objectives

- To sequence events
- To group events and distinguish patterns
- To infer historical meaning from patterns

Procedure

1. Introduce students to sequencing events. Students can brainstorm different ways in which they use timelines (the school history graph, their weekly school schedule, etc.)
2. Discuss periodization. What kinds of insights are gained from blocking chronological events into larger periods? Review the local history timeline/periodization in this Curriculum Guide. What events might the students add or change? How might they characterize the events differently? Supplemental timelines might be helpful for comparison and contrast. See referrals on the next page or use a variety of history textbooks.
3. Ask students to plot out their HistoryMaker’s life on a timeline.
4. Encourage students to see these events in a larger historical context for the historical periodization.

Approximate time: one class period plus homework.
A timeline is a means of measuring and marking time. When you made your school history graph, your horizontal axis was a timeline. It is a way to sequence individual events and activities so that a greater pattern becomes apparent. That pattern can then be grouped into blocks of time called periods. Defining periods helps to explain the larger picture. It also makes it possible to understand and place events, people, actions and experiences in a larger context. There is not one way to measure time periods—even for your own life. Periods usually do not involve the same exact number of years.

*For example, you may look at your school history graph and simply organize it by:*

- Early elementary grades
- Middle elementary grades
- Upper elementary grades
- High school grades

*Or perhaps group your school history by the employment/economic times in your family*

- Mom in school and working
- Brother graduates and gets a job
- My family moves into a new house

No matter what way you choose to group the events, the time periods should have some meaning and relevance to your history—and help explain the patterns that occurred.

Even the “larger” pictures—events that fall outside your personal life—can help you put your own life in context. For example, the life of a person growing up during the Great Depression or during the height of the Civil Rights Movement or during the 1990s will be directly and indirectly influenced by larger events. Cultural and technological changes—such as the making of the atom bomb, invention of the television or the cell phone—may also make a significant impact on a person’s life. Circumstances do not completely determine what a person does, but they do affect choices, and what challenges or obstacles a person might face.
MARKING TIME

Place major points in your HistoryMaker’s life on the timeline below. Or, you may want to use a separate sheet of paper. Select the type of historical periodization to accompany your timeline (e.g., World, U.S. History, African American History, technological changes, etc.).

What sources might you use to determine your timeline? Here are a few ideas:

- Time Line of African American History
  (http://lcweb2.loc.gov/ammem/aap/timeline.html)
- AlternaTime at Canisius College
  (www2.canisius.edu/~emeryg/time.html)
- HyperHistory
  (http://www.hyperhistory.com/online_n2/History_n2/a.html)

Start your timeline 25 years before your HistoryMaker’s birth and continue until the current year (or year of death if the HistoryMaker is no longer alive). Select five important events for each timeline. Think about what may be relevant to your HistoryMaker’s life (for example, Brown v. Board of Education, the death of Martin Luther King, Jr., invention of television, the election of Harold Washington as Mayor of Chicago). You may want to revisit The HistoryMakers website (www.thehistorymakers.com) for an African American timeline.

Events in the HistoryMaker’s Life

Periodization

- What are the connections between the HistoryMaker’s life and larger events?

  Name three.
Objectives

- To identify reference works, primary sources and secondary sources
- To correctly use each type of source
- To formulate and prioritize research questions
- To read for specific information
- To build analysis from evidence

Procedures

1. Ask students to review the unanswered questions on the HistoryMaker’s profile.
2. Ask them to select the five most important questions to answer and place them on their Research Log.
3. Arrange a library visit or assign students to go to the local public library and/or your school’s library.
4. Remind students that as they find information, they should also continue the inquiry process.

Approximate time: two to three days
Doing Research

By now, you have a lot of questions about your *HistoryMaker*. Once you have reviewed *The HistoryMakers* website (www.thehistorymakers.com), and The HistoryMakers digital archive ([http://www.idvl.org/thehistorymakers/#](http://www.idvl.org/thehistorymakers/#)) you will need to do library research. Note: Pre-registration is required for the digital archive. You will need to look for information in three types of sources: Reference, Secondary and Primary. The Research Log provided will help focus your research and the Resource Log will help you keep track of your sources.

**Reference Works.** The most general reference is an encyclopedia, but it is only the beginning. Look for the specialized encyclopedia and dictionaries for your *HistoryMaker*, such as *Notable Black American Women*, *Contemporary Black Biography*, *African American Encyclopedia*, and *The Black Almanac*. These books can give you an overview and help you with basic facts. The articles within these specialized reference works often give suggestions for further research.

**Secondary sources are books or articles written by people who have studied original documents, read books by other experts and then wrote their own analysis of the topic.** History books, biographies and textbooks are types of secondary sources. You can use the Table of Contents and the Index to help you find exactly what you are looking for. Reliable secondary sources will have footnotes and a bibliography of the sources the author used in writing her/his book. They are a treasure chest of information and provide information for you in your own research. You will find a list of secondary sources in the Appendix to help support your research journey.

**Primary sources are firsthand accounts.** A letter, diary, speech, interview, photograph, review, or flyer might be primary sources. Primary sources help make history “come alive” and require you to think about and interpret them. They are the “real thing” and worth finding. Primary sources can be found in special collections of libraries and museums, and increasingly on the Internet. They also include *The HistoryMakers*’ digital archive. Even books and magazines can carry a primary source: for example, you can find the review of a movie, a copy of a speech given to a business group, or photographs of an event.

Reference works, secondary and primary sources are available in libraries, special collections, and on the Internet. It is important when doing research to make sure your sources are reliable. This is especially important when doing research on the Internet—just because it is there does not mean it is reliable. Who published the book or made the website? Is it Joe Smith in his basement or is it a known institution? Are the intentions of the publication/website to criticize or promote or for scholarly research? What is the particular point of view or assumptions of the source?

☐ Take a look at *The HistoryMakers* website and *The HistoryMakers* digital archive again. How would you answer the above questions?
RESEARCH LOG

Refer to the areas you could not answer and the “I Wonder” questions on your HistoryMaker’s profile. Select your five most important questions and write them in the boxes labeled “Original Question.” When you find the answer, take note of it in the next column. Be sure to note the source and page number for the information (and write a full citation on the next page). Often a researcher finds new information that creates a new question. Take note of that for future research. For major research projects, you would want to use a notebook or note cards.

<table>
<thead>
<tr>
<th>Original Question</th>
<th>Answer and Source</th>
<th>New Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most important</td>
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<tr>
<td>Next important</td>
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<td>Next important</td>
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<td>Next important</td>
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<td>Next important</td>
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</tr>
</tbody>
</table>
Write a full citation for each of the sources used in your research. For example: June Skinner Sawyers, *Chicago Portraits*, (Chicago: Loyola University Press, 1991).

_____ Reference works

a.

b.

c.

_____ Secondary Sources

a.

b.

c.

_____ Primary Sources*

a.

b.

c.

*Make a photocopy of the two best primary sources you found and attach them to your *HistoryMaker’s* profile.
ACTIVITY FIVE        PAST HISTORYMAKERS

Objectives

- To research and analyze the significance of a HistoryMaker from the past
- To employ the same objectives outlined in Activity 2
- To compare and contrast past and current HistoryMakers
- To place a current HistoryMaker among his/her predecessors

Procedures

1. Ask students to select a person no longer living who should be considered a HistoryMaker. They may have encountered one while researching the current HistoryMaker. Otherwise, they may consult history books, websites, or reference works for ideas. Encourage students to find someone who connects with their current HistoryMaker.
2. Ask students to use the HistoryMaker Profile and conduct research.
3. Students may compare and contrast the current and historical HistoryMaker. It is especially important to focus on the larger events in history as a baseline for understanding their differences as well as their similarities.

Approximate time: Two to three days for research, plus time for analysis.
We follow in the footsteps of those that came before us. Today’s HistoryMakers join a long line of people who have contributed to the community, nation and the world. Some of these predecessors may have directly influenced or inspired the HistoryMakers of today.

Conduct research on a HistoryMaker from our past. You may want to select someone who is in the same field as your current HistoryMaker. For example, if you are studying a current inventor, you may consider studying Garrett A. Morgan.

After you complete your research using a copy of the HistoryMaker’s Profile worksheet, respond to the following questions:

1. Why did you select this HistoryMaker from the past?

2. Do you think this person meets the definition of a HistoryMaker? Why or why not?

3. If you had the opportunity, what questions would you like to ask your HistoryMaker?

4. Compare and contrast the lives of the current and past HistoryMakers. In what way were they the same? How were they different? How might the different historical contexts affect their lives? Set up a table to compare/contrast the HistoryMakers. For example:

<table>
<thead>
<tr>
<th>Topic HistoryMaker</th>
<th>Current HistoryMaker</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Suburban New York</td>
<td>One room school</td>
</tr>
<tr>
<td></td>
<td>then Howard</td>
<td>house then</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U.N.C.</td>
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<td>4. Elementary</td>
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<td>5. High School</td>
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<td>6. College</td>
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<td>4. Graduate School and/or Beyond</td>
<td>Location</td>
<td>Years</td>
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<td>Work—types of careers or jobs held over the course of his/her life. (So far)</td>
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<th>Question</th>
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<th>What I Wonder About Now/Follow-Up</th>
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<tr>
<td>Involvement in Organizations</td>
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<tr>
<td>What major event(s) took place during the <em>HistoryMaker</em>’s lifetime that created the context for her/his accomplishments and contributions?</td>
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<tr>
<td>What challenges has this <em>HistoryMaker</em> faced along the way?</td>
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<tr>
<td>How did she/he overcome challenges?</td>
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<tr>
<td>Who are the contemporaries of the <em>HistoryMaker</em> from the past?</td>
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</table>
The HistoryMakers’ mission is to conduct oral histories with 5,000 African American HistoryMakers. The biographies your students have been using are only summaries of the video oral history interviews comprising The HistoryMakers archives. They will be available to researchers and historians for years to come.

You may determine that you want your students to do their own oral history projects rather than other projects offered in this Curriculum Guide. If so, you may want to determine a common historical topic that students are basing their interviews on. For example, you might decide to do a project on Bronzeville or the Civil Rights Movement or Experiences of Chicago During World War II or Black radio, etc. Since the first step in an oral history project is doing background research, students could each be assigned a part and they can share their work.

On the other hand, teachers may simply offer students the option of doing an oral history rather than another type of HistoryMakers project. Students may identify a person in the community that they believe should be considered a HistoryMaker (a family member, a neighbor, or a leading person in a specific field of interest such as an engineer, DJ, chef, curator or physician.) The outline to doing a basic oral history follows.

Teachers may find these two sources helpful:
*Oral History in your Classroom* by Linda P. Wood, (Oral History Association, 2001.)

*Talking Gumbo: A Guide to Oral History Projects in the Classroom*, by Pamela Dean, Toby Daspit and Petra Munro, (Louisiana State University, 1998.)

**Objectives**
What are the benefits of doing oral history projects in the classroom? Reasons most commonly offered by teachers include:

- Makes history come alive by making a personal connection to history
- Allows students to engage in interpersonal relationship with elders
- Addresses State Goals for reading, writing, listening, speaking, research, technology, and learning environment.
- Addresses State Goals for critical thinking, inference, analysis
- Places “ordinary” or unknown people into history.

**Procedure**
1. Discuss the definition of oral history and compare/contrast it to written history.
2. Decide on the topic and purpose of doing an oral history.
3. Identify and contact interviewee. As their permission.
4. Do research; develop questions, role play in class.
5. Conduct oral histories.
6. Write up results and incorporate into larger project
Talking History

Doing oral history is a rewarding way to make connections to the past. It takes work to conduct a good oral history—but is well worth the effort. Below, you will find an overview of how to do an oral history. On the following page, you will find a worksheet to help you organize your thoughts.

Know your topic, define your purpose and do background research.
Find out as much as you can beforehand so that you can ask intelligent questions. Oral history does not replace basic research—excellent results will only be obtained by being prepared and basing your interview questions on knowledge you have gained already.
Do your homework and know your history. For example you would not want to ask someone born in 1955 about her experience during the Great Depression. (A timeline comes in handy.)

Write or call to request an interview.
State why you want to interview him or her and what you want to find out about. That way, your interviewee can prepare.

Ask solid questions.
1. Prepare your questions beforehand. Find a way to ask a question that cannot be answered “yes” or “no.” These are called “open-ended” questions. Some interviews begin their question with “Tell me about your experience in ….” Or “What did you do when ….”
2. Organize your questions. Start with the basics. If you have a question that may be difficult for your informant to answer, wait until later in the interview when she/he is feeling more comfortable and confident.
3. Have follow-up questions in mind, but also keep attentive to your interviewee—she/he may say something that you need clarification on or that you want them to develop further.

Be Aware of the Setting
1. Try to find a quiet, comfortable place for the interview (no TV’s, radios, or computers on, open windows to noisy streets, etc.).
2. Make sure your tape recorder or video camera is working. (Practice and test it beforehand and at the beginning of the interview.)
3. Keep within the limits of the time you and your interviewee have agreed to.
4. Ask your interviewee to sign a legal release form before the interview which gives you permission to use their oral history in a project. (See sample in the Appendix.)
5. Avoid interrupting or producing audible sounds such as “uh-huh” during the interview—simply nod if you want to indicate you are listening.
After the Interview
1. Label the tape or file with: name of interviewee, date, place of interview, length of time for interview.
2. Write and send a thank you note to your interviewee.
3. Transcribe, or at the very least, summarize the interview while it is fresh in your mind. Creating an index of subjects covered as they occurred in the interview will also help you if you do not have the time or resources to transcribe the interviews.
ORAL HISTORY WORKSHEET

I am interested in learning about (indicate topic):

...because I am trying to learn about (indicate purpose):

I plan to interview (indicate person):

...because (explain why this person is knowledgeable about your topic):

The follow questions will need to be addressed on separate sheets of paper:

This is what I know already:

This is what I need to find out before the interview:

These are my interview questions, in the order in which I will ask them:

This is what I found out. (A summary of the interview):

These are the two most important or meaningful things said by my interviewee (quotes):
ACTIVITY SEVEN    FUTURE HISTORYMAKERS

Objectives

- To think about and envision student’s role in society in the future
- To research future occupational trends
- To set goals and make plans related to approaching adulthood
- To write formal business letters

Procedure

1. Discuss setting future goals: what do the students envision themselves doing five, ten, twenty, thirty years from now? How do they plan to get there? What challenges might they face?
2. Explain that each student has an opportunity to become a HistoryMaker and the first step is to start working for the future.
3. Ask the school librarian or technology instructor to give a presentation on specific tools available for researching future occupations, colleges, etc.
4. Ask student to reflect on their future using the webbing exercise.
5. Move them to specific research of their field of interest.
6. Ask students to plot their plans on a timeline.
7. Encourage students to interview someone in their field of interest then report on it.

Approximate time: two class periods plus homework
Envision yourself as a *HistoryMaker*.
What do you want to do, what do you want to accomplish, what do you see yourself contributing to society? Use the graphic organizer below to help you define your vision.

- Occupation or Field of Interest:
- Challenges I may face:
- National or World events that may directly affect me:
- Personal and Family Goals:
- Who do I admire or want to be like:
- Ways in which I can contribute to my community:
ACTIVITY 7  FUTURE HISTORYMAKERS

- Do research into a field of your choice. Write an essay for a,b,c. You may want to use a “web” to help you organize your thoughts.
  a. What are the future trends and occupational outlook in your field of interest? Analyze future trends/occupational outlook.
  b. What challenges might you face? How will you prepare to overcome them?
  c. What other kinds of goals might you work for?
  d. What are the words and terms specifically associated with work in this field? List five on a separate piece of paper and define them.

- Preparing for the future
  Develop a plan to meet those goals. Decide on how to measure your mileposts: every year, five years, ten years? On a separate sheet of paper, make a timeline that begins this year and ends when you hope to reach your goal.

2010

| ________________________________ |
ACTIVITY EIGHT

PROJECT IDEAS

“Shout It Out!” Final Projects Based on the HistoryMaker’s Profile

Research and analysis should always lead to a final product that can be presented to others. There are many ways in which students can communicate what they have learned and what they think is significant. The final project provides an opportunity for your students to use any of their multiple intelligences in order to convey what they think and what they have learned. Creative or expository writing. Performance. Art. Speech. All avenues of synthesis and presentation are encouraged.

The HistoryMakers is holding a competition where they will place the best submissions on their website. Select the two best projects from your class—they can be anything from a written report to a videotape. Use the enclosed entry form and send it to The HistoryMakers at 1900 S. Michigan Ave., Chicago 60616, postmarked by the last day of February.

Possible topics. As researchers, your students should have an idea of what they would like to say about their HistoryMaker—they have been focusing on their HistoryMaker for quite a while now. A number of topics will be offered to students to help them frame their work, but they may select their own as well. The themes that have been used throughout this curriculum are “leadership,” “adversity,” “challenges,” “struggle,” “accomplishments,” “contributions,” “community,” and “history.” Students may want to develop a project related to one of these themes. They may want to communicate the scope of the HistoryMaker’s life or center their project on one particular event that highlights the theme. They are encouraged as well to connect their current HistoryMaker with a HistoryMaker from the past. Once students decide on the topic, they will need to create a thesis topic and outline. Some topics lend themselves to one medium over another.

Procedure

1. Introduce potential topics for final projects.
2. Offer the range of projects that will be acceptable.
3. Set a benchmark and final due date for idea, draft and submission of project.
4. Ask students to submit their topic idea and proposed project.
5. Ask students for an outline.
6. Ask students to submit a draft. The teacher or peers may comment.
7. After submission of projects, select best two. Hold a class fair and honor all projects.
Topic Ideas for Final Projects

The Making of a HistoryMaker
Placing the Individual in History: the Contributions of X
Making the Dream Come Alive
Struggling My Way to Success
“Challenge is My Middle Name!” How X accomplished Z
No Turning Back
For Myself, For My People
Trailblazer for Justice
The Creative Vision of X
How X Impacted the World of X
Bridging Two Worlds: A Conversation Between HistoryMaker A and HistoryMaker B
My Role Model:
Legacies: the Contributions of X and X
A Community of HistoryMakers: Why X couldn't have done Y without the other X’s

Types of Projects

1. Writing
   a. Essays and other nonfiction
   b. Poetry
   c. Research papers

2. Speaking (Send in video tapes only. No more than 2 minutes)
   a. Oral reports
   b. Speeches
   c. Dramatic performances
   d. Historical Voices (A HistoryMaker’s own words with commentary and analysis by the student)

3. Producing (Entries for The HistoryMakers’ website can be no more than two minutes.)
   a. Music or artistic videos
   b. PowerPoint, video or computer documentaries
   c. Websites: consider using ThinkQuest or Webquest formats. The HistoryMakers will establish a link to the site.

4. Performing (Videotaped performances; no more than two minutes)
   a. Dramatic skits
   b. Dance interpretations

5. Creating (will need to send a photograph or slide of the piece)
   a. Murals or quilts
   b. Sculpture or models for monuments
ACTIVITY 8       PROJECT IDEAS

Come Together: Whole Classroom Activities

Before your students embark on individual projects, you may want to bring the class together to share their findings. Connections may be made, conclusions drawn, new questions created. Or, you may decide to structure the students’ individual projects around one major event, with one theme, in which students contribute their work. See “It’s An Event” for one suggestion.

Whole Classroom Activity: Classroom Profiles
A “profile” is a way to compile specific data from students’ work that can yield new information, generate new questions, help draw conclusions. Such data could include:

a. The types of HistoryMakers students chose to study.

b. How many/who graduated from college (HistoryMakers)?

c. How many/who came from (or made their mark) in the South or North, East or West of the country?

d. When did the selected HistoryMakers make most significant contribution?

e. Your own ideas of important information to compile and display

With the data, students may communicate the compilations in the form of graphs that can be displayed in the classroom. The classroom may then synthesize data, make connections, draw conclusions, and generate new questions.

It’s an Event!

“Guess Who’s Coming to Dinner?”

In this project, students will work in teams to create a dinner party scene with four HistoryMakers present. The HistoryMakers must be in the same field and/or lived during the same time. Students may write an imaginary conversation among the dinner party guests (based on information about the HistoryMakers). HistoryMakers need not be in the same field or time period. Students may write a brief statement about their portrayal of the HistoryMaker, accompanied by a biography.
Entry form for Student Projects

Your student’s best work may be featured on The HistoryMakers Website! Select two projects that best express the theme of “FutureMaker: Becoming a HistoryMaker.” It can be a creative or expository piece, created in any medium (although it must be able to be digitized for the Internet). Entries should be sent to The HistoryMakers, 1900 S. Michigan, 60616 postmarked no later than the last day in February.

An entry card MUST BE completed for EACH project submitted. If the originals are sent to The HistoryMakers, please be sure to keep a copy.

PLEASE PRINT OR TYPE:

Teacher’s name
Daytime phone

School
E-mail

Address

Student(s) Name(s)

Grade

Title of Project

Type of Project

Permissions
I (we) understand and are giving permission for the display of our project, if selected, on The HistoryMakers website (www.thehistorymakers.com). We have conducted all of the research and produced the final project on our own. There is no fee involved and we understand the student maintain rights to the project.

Student signature(s)

Teacher signature
The HistoryMakers website is user-friendly and full of information about African American history. It contains biographical summations of all HistoryMakers interviewed to date. Increasingly, biographies contain photographs supplied by the HistoryMaker and video clips. Users also have access to a Glossary and a chronology of African American history.

The “splash” page, or front page, introduces the categories of HistoryMakers. Users are encouraged to browse among the various fields. If the user wants to go directly to a specific HistoryMaker, she/he uses the “search” function. The results will not only lead to the biography, but will also list any place within The HistoryMakers’ website where the person can be found.

www.thehistorymakers.com

The HistoryMakers are organized by career. Click on any title to go to the biographies.
Emil Jones, Jr. Biography

Born October 19, 1935, Emil Jones was raised in one of Chicago's integrated communities, where he was exposed to many different traditions and cultures. After graduating from Roosevelt University, Jones held several jobs before becoming inspired, in 1960, by the presidential candidacy of John F. Kennedy. Jones volunteered for the campaign and decided to pursue a political career of his own, making important political contacts during the campaign. Jones later served as an assistant to Wayne D. Ford, who was the only African American alderman to head the city of Chicago's Finance Committee. Then, in 1973, Emil Jones was elected to the Illinois House of Representatives, a position he held for ten years before moving to the Senate. In 1983, Senator Jones was unanimously selected Senate Minority Leader, one of the chief spokespersons for the Senate Democrats. On January 9, 2003, Jones was elected president of the Illinois Senate in the 93rd General Assembly.

A lifelong resident of Chicago's South Side, Jones has remained close to his community. He has been a passionate and consistent advocate for public schools. His commitment to education resulted in the passage of a bill that channeled hundreds of millions of dollars for education of children from disadvantaged families. Furthermore, he successfully passed legislation that now requires the teaching of African American and Holocaust history in Illinois schools.

Very active in the promotion of minority-owned businesses, Jones supported legislation that guarantees a portion of state construction contracts to qualified minority entrepreneurs. This was the first legislation of its kind in Illinois. Jones also ensured the passage of a bill that encouraged public pension systems to use minority and female-owned investment managers for their pension investments. Both of these measures are designed to promote growth for all communities.

One of Jones' most recent accomplishments is the creation of an educational pamphlet designed to inform Illinois citizens about the important history of African American legislators who have served in the Illinois General Assembly over the last two centuries. Jones has made it possible for this innovative educational package to be distributed free of charge to classrooms throughout the state.

For his efforts in civil rights legislation, Jones has been recognized by many educational and labor organizations. He is a member of the National Conference of State Legislators and the National Black Caucus of State Legislators.

Jones was interviewed by The HistoryMakers on January 9, 2003.

The HistoryMaker's biography page features a photograph of the subject, primary sources, and a list of contemporaries in the same field. Clicking on underlined words in the text leads the viewer to either the Glossary or Timeline. Both of the features may also be viewed directly by clicking on the appropriate buttons located on the top bar of the page.
The HistoryMakers Test Digital Archive

Welcome to The HistoryMakers Video Archive

Over 18,000 stories are assembled here from life oral history interviews with 400 historically significant African Americans. The interviews in this collection were recorded from Dec. 1999 through July 2005.

Type in search terms here

Search by theme, subject, or historical era

Access tutorials
Search by individual HistoryMaker’s name

Check multiple tags for more specific results
Search results include date of interview, name of HistoryMaker, and brief summary of clip content.

Control buttons for the video including pause, play, and skip to previous or next clip.

Real-time transcript of interview dialogue.
APPENDIX

RESOURCES ON AFRICAN AMERICAN HISTORYMAKERS

The references below are secondary sources that should aid students in their research of African American HistoryMakers. It does not attempt to be an exhaustive list, and has purposefully excluded biographies. Most books can be found at the public library. If a student uses any source in their final project, they should give the full, proper bibliographic citation. Many primary sources can be found at the public library as well.

Reference works
African American Encyclopedia
African Americans: Voices of Triumph
The Black Almanac
Contemporary Black Biography
Dictionary of American Negro Biography
Great Negroes Past and Present
Guide to Negro History in America
The Negro in American History
Notable Black Women
Statistical Record of Black America
Who’s Who Among Black Americans
Black Leaders of the 20th Century
Reference Library of Black America

MediaMakers
Within the Veil: Black Journalists, White Media
Contemporary Black Film, Television and Videomakers
What It Is, What It Was: Black Film Explosion
Afro-American Press
Early Black Press in America
Black Press in the South 1865-1979
Black Journalists in Paradox
African-American Press and its Editors
Black Press & the Struggle For Civil Rights
History of the Black Press
Raising Her Voice: African-American Women
Journalists Who Changed History

Newkirk
Jackson
Martinez
Simmons
Hutton
Suggs
Wilson
Penn
Senn
Pride
Streitmatter
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<th>MilitaryMakers</th>
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<td>Black Brass: Black Generals &amp; Admirals</td>
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<td>African-American Generals &amp; Flag Officers</td>
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<td>Flying Free: America’s First Black Aviators</td>
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<td>Tuskegee Airmen 1941-45</td>
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<td>Black Flyers of WWII</td>
<td>Johnson</td>
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<tr>
<td>Black Armed Forces Officers 1736-1971</td>
<td>Reef</td>
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<tr>
<td>Black Fighting Men: A Proud History</td>
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<td>Afro-Americans and the Second World War</td>
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<td>Great African-Americans in Civil Rights</td>
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<td>Black Leadership for Social Change</td>
<td>Wynn</td>
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<td>Black Protest Movement</td>
<td>Haskins</td>
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<tr>
<td>Distinguished African-American Political &amp; Government Leaders</td>
<td>Williams</td>
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<tr>
<td>Servants of the People: 1960s Legacy of African-American Leadership</td>
<td>James</td>
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<td>Transcending the Talented Tenth</td>
<td>Singh</td>
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<td>Congressional Black Caucus Racial Politics in the US Congress</td>
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<td>Black Americans in Congress 1870-1989</td>
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<td>Just Permanent Interests: Black Americans in Congress</td>
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<td>Salute to Blacks in the Federal Government</td>
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<td>African-American Mayors: Race, Politics &amp; the American City</td>
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<td>Development and Succession of Black Managers</td>
<td>Travis</td>
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<td>Racism American Style: A Corporate Gift</td>
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<td>Black Life in Corporate America</td>
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<td>Baraka</td>
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<td>Black Music, White Business</td>
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<tr>
<td>Gospel Sound: Good News, Bad Times</td>
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Motown: The History
Giants of Black Music
Icons of Black Music
Black Musicians of America

MedicalMakers
Blacks & Health Professions in the 1980s
Negroes in Medicine: National Medical Fellowships
African-American Medical Pioneers
Blacks in Science & Medicine
Against the Odds: Blacks in the Medical Professions
The Path We Tread: Blacks in Nursing
Black Women in White
Century of Black Surgeons

InnovationMakers and ScienceMakers
African-American Inventors
Real McCoy: African-American Invention & Innovation 1690-1930
Great Discoveries & Inventions by African-Americans
To Fathom More: African-American Scientists
Black Giants in Science
Blacks in Science
Black Americans in Science & Engineering

EducationMakers
Brothers of the Academy
Dreamkeepers: Successful Teachers of African-American Children
Miseducation of the Negro
Education & the Black Experience
Education of Black Americans
Black Teachers on Teaching
Salute to Historic Black Educators
Talkin’ That Talk: Language, Culture & Education

ArtMakers
Africa-American Artists of the Harlem Renaissance
Power of Pride: StyleMakers & Rulebreakers
Black Genius
History of Afro-American Artists
Emergence of the African-American Artist
Black Art & Culture in the 20th Century
Walls of Heritage, Walls of Pride: African-American Murals

Davis
Rivelli
Greig
Donovan
Hanft
Epps
Sammons
Watson
Carnegie
Clark Hines
Organ
Sullivan
James
Foy
Jenkins
Driver
Carwell
Winslow
Jones
Ladson-Billings
Woodson
Hall
Webster
Foster
Green
Smitherman
Sacks Fine Art Inc.
Marks
Russell
Bearden
Ketner
Powell
Dunityz
**SocietyMakers**

*Our Kind of People*  
Graham

*Black Camelot: African-American Heroes*  
Van Deberg

*Ties That Bind*  
Hicks-Bartlett

*Aristocrats of Color: The Black Elite*  
Gatewood

*Afro-America: Portrait of a People*  
Estell

**SportsMakers**

*Invisible Men: Life in the Negro Leagues*  
Rogosin

*Cool Papas and Double Duties*  
McNeil

*Crossing the Line: Black Major Leaguers 1947-1959*  
Moffit

*African-American Golfers During Jim Crow*  
Dawkins

*Forbidden Fairways*  
Sinnett

**WEBSITES**

Timelines:
1. Harriet Tubman timeline  
http://www.math.buffalo.edu/~sww/0history/hwny-tubman.html
2. PBS the African American World timeline  
http://www.pbs.org/wnet/aaworld/timeline.html
3. NYPL-Schomburg Center, The African American presence in the Americas timeline  
http://www2.si.umich.edu/chico/Schomburg/text/timeline-all.html

Primary Resources:
1. The HistoryMakers website  
www.thehistorymakers.com
2. The HistoryMakers digital archive  
http://www.idvl.org/thehistorymakers/
3. Library of Congress African American manuscripts  
http://www.loc.gov/rr/mss/guide/african.html
4. American Narrative: WPA Slave Narratives  
http://memory.loc.gov/ammem/snhtml/
5. Census data on the Black Population  
http://www.census.gov/population/www/socdemo/race/black.html U.S.
http://digitalgallery.nypl.org/nypldigital/explore/?col_id=147
7. New York Public Library 20th and 21st Centuries Black History and Cultural Resource  
http://www.nypl.org/locations/tid/64/node/62877#20-21c
8. University of Washington’s African American history page with primary sources  
http://guides.lib.washington.edu/content.php?pid=78827&sid=583725

General Reference:
1. Library of Congress the African American mosaic  
http://www.loc.gov/exhibits/african/intro.html
2. PBS the African American World main page
   http://www.pbs.org/wnet/aaworld/index.html
3. The Biography Channel Black History page
   http://www.biography.com/blackhistory/
4. Encyclopedia Britannica Guide to Black History
   http://www.britannica.com/blackhistory
5. Amistad Center’s digital collection http://www.amistadresource.org/

For Educators:
1. The Smithsonian Institute educational resource
   http://www.smithsonianeducation.org/educators/resource_library/african_american_resources.html
2. Library of Congresses teachers’ page http://www.loc.gov/teachers/
3. Teacher’s resources digital resources http://www.digitalhistory.uh.edu/